DOCUMENT RESUME

ED 357 926 RC 019 187

TITLE	Resource Guide for Secondary Migrant Educators.
INSTITUTION	BOCES Geneseo Migrant Center, Geneseo, NY.; Education Service Center Region 1, Edinburg, Tex.; National Program for Secondary Credit Exchange and Accrual, Edinburg, TX.; Texas Education Agency, Austin.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE	92
NOTE	56p.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Annotated Bibliographies; Higher Education; *Instructional Materials; *Migrant Education; *Migrant Programs; Migrant Youth; Professional Development; Program Descriptions; *Program Development; *Resource Materials; *Secondary Education; Secondary School Students; Supplementary Education

ABSTRACT

This bibliography assists migrant educators and service providers in identifying appropriate research studies, model programs, age-appropriate materials, and other resources in developing secondary-level programs for migrant youths. The bibliography contains over 100 entries consisting of author, title, source, date of publication, annotation, and ERIC ED-number, if available. The bibliography is followed by a products section listing 34 manuals, newsletters, videos, instructional materials, and other items developed for use with secondary-age migrant youth and for staff development of migrant educators and service providers. Also listed are 16 directories of migrant-education and other related services and programs. An index lists documents under the following subjects: (1) CAMP (College Assistance Migrant Program); (2) career awareness; (3) credit accrual; (4) counseling secondary migrant students; (5) curriculum; (6) dropout prevention; (7) dropout retrieval; (8) English as a Second Language; (9) establishing linkages (school and agency contacts); (10) evaluation; (11) funding; (12) general educational development programs; (13) gifted and talented; (14) graduation requirements; (15) high school equivalency programs; (16) identification and recruitment; (17) inter/intrastate coordination; (18) late entry/early withdrawal; (19) mobility; (20) model programs; (21) Migrant Student Record Transfer System; (22) needs assessment; (23) overview and history of migrant education; (24) parent and community involvement; (25) Portable Assisted Study Sequence; (26) program planning; (27) retention and the overage factors; (28) staffing; (29) summer programs; (30) vocational education; and (31) work study. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED357926

Resource Guide for Secondary Migrant Educators

National Program For Secondary Credit Exchange and Accrual (NPSCEA)

Re 0191187

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert Lynch
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Resource Guide
for
Secondary Migrant Educators

Developed by

National Program for Secondary Credit Exchange and Accrual

Authorized by

U.S. Department of Education
Office of Migrant Education

through

Texas Education Agency

and

Region One Education Service Center

1992

National Program
for
Secondary Credit Exchange and Accrual

National Office
Region One Education Service Center
1900 West Schunior
Edinburg, TX 78539
1-800-456-7232

Eastern Satellite Office
BOCES Geneseo Migrant Center
Holcomb Building, 210-211
Geneseo, NY 14454
716/245-5681

Central Satellite Office
Illinois Migrant Council
28 East Jackson Boulevard, Room 1600
Chicago, IL 60604
312/663-1522

Western Satellite Office
Migrant Child Institute
312 Division
Grandview, WA 98930
1-800-234-4615

For further information, call toll-free
1-800-456-7232

This publication is issued to provide information in the public interest under a cooperative agreement between the United States Department of Education and the Texas Education Agency, authorized under Section 1203 of P.L. 100-297. The contents do not necessarily represent official positions or policies of either agency or of the subcontractor, Region One Education Service Center.

TABLE OF CONTENTS

INTRODUCTION i

BIBLIOGRAPHY 1

PRODUCTS 28

INDEX 42

INTRODUCTION

Over the past decade the Migrant Education Program has greatly increased the attention given to issues relating to the secondary-aged youth. Throughout the country today there are many exemplary educational activities/services which are designed to meet the needs of this until recently neglected population. However, even with the heightened awareness of the specific needs of secondary-aged youth there is still a dearth of services in many areas.

There is no lack of information on migrant secondary education issues. Considerable human and fiscal resources have been directed into both primary and secondary educational research. In addition, through the Section 143 and 1203: Migrant Interstate/Intrastate Coordination Projects many highly effective and innovative programs have been developed which have targeted secondary-aged youth.

Even though there appears to be enough information on the subject, this information has not reached all the decision makers and service providers necessary to have an impact on all areas of program development. A comment often heard as well is that the research materials and other manuals and documents prepared so carefully over the years tend to sit on shelves with little or no use. An effective strategy for dissemination of these materials and innovative suggestions seems to be lacking.

This document has been prepared by the National Program for Secondary Credit Exchange and Accrual (NPSCEA) to address these gaps and concerns. It provides a ready resource for migrant educators and service providers in identifying appropriate research, model programs, age-appropriate materials and other resources. A large portion of the annotations of the migrant specific research was published in the At-Risk Youth: An Annotated Bibliography for Migrant Educators, which was prepared by the Migrant Education Secondary Assistance (MESA) project.

A significant number of documents annotated in this Guide are available through the Educational Resources Information Center (ERIC) system. The materials can be obtained through any ERIC depository or hard copies can be ordered for a minimal cost through the ERIC Reproduction Center located at:

ERIC Document Reproduction Service
Cincinnati Bell Information System, Inc. (CBIS)
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852

BIBLIOGRAPHY

Action Ideas: Student and Program Needs Assessment (S.A.P.N.A.). San Diego, CA: Interstate Migrant Secondary Team Project, Fall 1987.

This booklet helps migrant personnel and school administrators determine individual student needs, determine available resources within schools and otherwise, and identify additional migrant education resources. These individual assessments can be formed into collective data and be summarized by schools or school districts for program planning or policymaking decisions. Various types of needs assessments, dropout indicators, and grade advancement data forms are included.

Action Ideas: Summer Secondary Program Models. San Diego, CA: Interstate Migrant Secondary Team Project, 1987.

This 21-page report provides steps for establishing a summer program for secondary students and an overview of model programs that includes incentives and day, evening, residential programs, and a range of services and activities. This report also gives a P.A.S.S. migrant outreach teacher's role and responsibilities; the effectiveness of P.A.S.S. in summer programs for interstate migrant students; the use of Texas students' T.E.A.M.S. testing information by receiving states; and Colorado's 1987 summer school plan for junior and senior high migrant students.

Adelman, Nancy E., and Christine P. Cleland. Descriptive Study of the Migrant Education Section 143 Interstate and Intrastate Coordination Program. Washington, D.C.: Policy Studies Associates, Inc., March 1987. ED321932

This study describes and analyzes the Section 143 Migrant Education Interstate and Intrastate Coordination discretionary grants program during the period 1981-86. The study was designed to address the following research areas: interstate/intrastate coordination needs, funding data and patterns, the role of "cooperating states," types of projects funded, the nature and utility of project outcomes and dissemination strategies. The purpose of the Migrant Education Interstate and Intrastate Coordination Program, commonly referred to as the Section 143 program, is to provide financial assistance to improve the inter-/intrastate coordination activities required of state and local migrant education programs funded under Chapter 1.

Anderson, Donna J. and Ann Cranston-Gingras. "Sensitizing Counselors and Educators to Multicultural Issues: An Interactive Approach." Tampa, FL. Journal of Counseling and Development. Sept.-Oct. 1991: 91-98.

This paper describes the University of South Florida Summer Institute on Migrant Education, a six-week residential program for secondary migrant students. It is designed to promote an intensive learning experience to enable them to obtain academic credit toward graduation during the summer, and to sensitize participating educators from a variety of schools to the migrant lifestyle. Besides accruing credit toward high school graduation and avoiding grade retention, students participating in the program displayed more positive attitudes and increased motivation upon returning to their local schools. The program also resulted in a high degree of change in the attitudes and understanding of the adult participants, all of whom previously had little cultural awareness of the unique needs of migrant students.

Apicella, Robert. Perceptions of Why Migrant Students Dropout of School and What Can be Done to Encourage Them to Graduate. Oneonta, NY: SUNY at Oneonta, January 1985.

This study is based on a survey conducted among migrant students in grades 7-12, migrant dropouts, parents of migrant secondary students, school administrators, and migrant tutors in New York State. The first three groups perceived uncaring teachers as the main reason students leave school while the latter two groups pointed to lack of parental support and to students' feelings that school is not important. The report makes the following recommendations to keep students in school: have caring staff; make dropout prevention a priority; provide work experience; improve reading levels and make math practical; provide counseling and career information for job placement; involve parents in their children's education; and make education relevant.

Benedict, Elizabeth, Amit Pandya, and Maurice Belanger. The Hands That Feed Us: Undocumented Farmworkers in Florida. Washington, DC: American Civil Liberties Union and the National Immigration and Alien Rights Project, April 1986.

This 150-page Public Policy Report describes the living and working conditions of alien farmworkers in South-Central Florida. The report details the exploitation of farmworkers, and the powerlessness that farmworkers face, in terms of access to legal, medical, or numerous other services. The authors offer a number of solutions to the disenfranchisement of farmworkers, including: legislative protections; enforcement of farmworker protections by governmental agencies; provision of training to Border Patrol officers to ensure just enforcement of immigration laws; restoration of federal funding for legal services to the indigent; refraining from expanding the admission of temporary foreign workers; and exploration of new forms of farmworker self-organization.

Bush, Melodye. Clearinghouse Notes. Denver, CO: Education Commission of the States, July 1990.

Includes two separate listings of minimum high school graduation requirements by state, as of July 1990. The first listing gives the requirements for standard diplomas as well as advanced, or college preparatory diploma requirements. The second listing shows standard requirements by state for the years 1980, 1985, 1987 and 1990, and provides a summary of changes in subject area from 1980-1990. Both listings provide specific notes by state regarding options available and required competency testing, where applicable.

Cameron, Ben. Comprehensive Summary of the ESEA Title I Migrant Education Program. Research Triangle Park, NC: Research Triangle Institute, March 1981.

This report illustrates migrant student characteristics, some of the problems associated with identification and recruitment, and the impact of the Migrant Education Program services. Most of the compensatory services provided by the program go to migrant students whose regular school year is not interrupted by moves while the truly migrant students are often not served. More funding needs to be diverted to identification and recruitment, enrollment, and interstate/intrastate coordination to meet the needs of the more mobile students.

Careaga, Rudy. Keeping Limited English Proficient Students in School: Strategies for Dropout Prevention. Wheaton, MD: National Clearinghouse for Bilingual Education, 1988. ED302089

This is a guide for secondary school practitioners that provides strategies for motivating limited English proficient (LEP) students to continue their education at least through the secondary level. The guide is based on a community-based dropout prevention project in Kenwood, Oklahoma. The guide presents dropout statistics, characteristics of at-risk students, and common features of dropout programs. Specific strategies for remedial instruction, student self-development and establishing home-school partnerships are outlined, with suggested objectives, procedures, materials and activities. Suggestions are designed to enhance teacher awareness of the needs of at-risk LEP students, and to foster a positive, supportive school environment.

Cotton, Kathleen, J. et al. Effective Compensatory Education Sourcebook (Volumes I-IV). Washington, DC: U.S. Department of Education, 1986-88. ED276787 (Vol. I) ED276788 (Vol. II) ED289957 (Vol. III) ED299352 (Vol. IV)

The first of four volumes, A Review of Educational Practices discusses thirteen elements found by researchers to be "essential features of sucessful schooling." Volumes II-IV present profiles of sucessful Chapter 1 Education Consolidation & Improvement Act (ECIA) programs as approved by the US Department of Education Joint Dessemination Review Panel.

Cranston-Gingras, A. M. and D. Anderson, "Reducing the Migrant Student Dropout Rate: The Role of School Counselors." The School Counselor, November 1990.

This paper gives counselors a background in some of the obstacles migrant students face that affect their high dropout rate. The authors emphasize the counselor's role in serving these students through awareness of their migrant status, lifestyle, and some interstate educational programs that can help them earn credits. Some recommendations include a need for more guidance services to help students set realistic career goals; use of MSRTS; the need for pre-scheduling migrant students to ensure enrollment in needed courses; the need for sensitizing staff to migrant issues; the need for an advocacy team within each school, parent advisory committees, home/school liaisons, and a student forum to address their concerns.

Dement, Edward F. Out of Sight, Out of Mind: An Update on Migrant Farmworker Issues in Today's Agricultural Labor Market. Raleigh, NC: National Governors' Association, August 1985.

This 60-page brief contains information on migrant farmworkers and the hardships they encounter and, in the concluding section, discusses major unresolved issues and proposed solutions. Information was gathered from a wide range of studies and reports compiled by various state and federal agencies, research firms, and experts from various disciplines related to migrant farmwork. The brief was developed as a working paper for a series of three migrant farmworker conferences conducted by the National Governors' Association during April and May, 1985. Also included is a paper entitled Migrant Farmworkers: Characteristics and Trends, presented by Leslie A. Whitener of the U.S. Department of Agriculture.

Duerr, Mark. A Report on Dropout and Graduation Rates for the High School Class of 1985 in Region II Migrant Child Education. Chico, CA: Duerr Evaluation Resources, 1986. ED284708

This pamphlet describes a project undertaken to develop a research tool for finding graduation and dropout rates for California Region II Migrant Education students, using the Class of 1985 as the research base. The evaluation team determined that rates could most accurately be computed by tracking individual students through their high school careers. A survey form was mailed (a copy is attached to the report) to migrant education resource specialists, asking about students who had been enrolled in ninth grade in 1981 and could be expected to have graduated with the class of 1985. Sixty-three percent of the students were found to have graduated with the Class of 1985; 26% were found to have dropped out; 4% were still enrolled in school, and for 7% no information was available.

Flores, Merced. Predrafted Individual Short-Term Plan/Records (Secondary Level): Directions for Resource Teachers, Teachers and Aides. Salem OR: Oregon Migrant Education Service Center, 1981. ED211265 (Science) ED211264 (Personal Finance) ED211263 (Mathematics) ED211262 (History) ED211261 (Government) ED211260 (Communication Arts)

This series of six volumes contains plans and objectives for teaching secondary migrant students. Each volume concentrates on a specific content area. Following assessment, teachers select one or more short-term plans, each addressing a single content area and focusing on a single limited objective. The approach assumes a migrant student will only be available for instructon for a period of two to six weeks.

Flores, Merced, et al. Secondary Committee Report (of Activities and Action Plan). Report prepared for the National Association of State Directors of Migrant Education, April 28, 1986. ED278515

This 45-page report defines the term "dropout," explores the problems unique to migrant secondary students, and lists programs and research projects concerned with migrant dropout youth. It also includes a dropout bibliography and a listing of predictors for dropping out of school and offers fourteen recommendations for secondary program improvement.

Focus: Language. San Diego, CA: Interstate Migrant Secondary Team Project, May 1987.

This is a summary report for the "Focus: Language Forum", designed to look at the language needs of migrant secondary students, held by the Interstate Migrant Secondary Team Project on May 21-22, 1987, in San Diego, California. Presentations included methods of language instruction, how teachers can teach language, raise self-esteem and give positive reinforcement to students and advocate for migrant LEP students. The forum generated ideas and strategies to assist migrant youth and change the perceived handicap of second language to a valued strength.

Future Directions: Final Report of Migrant Education Secondary Assistance Projects. Geneseo, NY: Migrant Education Secondary Assistance Project, December 1989. ED320734

The Migrant Education Secondary Assistance (MESA) project was designed to examine various aspects of the secondary level of migrant education, including current practices, characteristics, dropout retrieval, and credit accrual and acceptance. Future Directions summarizes the MESA project's research and its recommendations for the improvement of migrant student graduation rates and secondary education.

Garay, Olga M., Magaly Rodriguez Mossman, and James Dowis. Anatomy of Migrant Education Isolation. Miami, FL: Florida International University, n.d.

This study traces the poverty cycle of farmworkers who migrate because of their low incomes and, thus, feel a lack of community, political power or influence, and who also receive ineffective education which may lead to misplacement within the schools and no marketable job skills training. Since so many migrant students eventually drop out and are left with few other career options, they are trapped in poverty. This cycle often goes on for many generations.

Gayeff, Yvonne M. A Harvest of Equity. Paper presented at the Business, Industry, Counseling, and Education Conference, Miami, FL: March 26, 1986. ED272342

This paper gives a background on the poor living conditions, low wages, and low educational achievements of migrant farmworkers. Realizing the high number of migrant dropouts, the National Association of State Directors of Migrant Education created a model program, the Migrant Dropout Youth Program based in Geneseo, NY. This paper calls for continued vocational training and educational programs to help migrant students set and achieve goals for a productive future.

Gilchrist, Carol. Addressing the Vocational/Employment Needs of Migrant Youth: Needs Assessment Report. A Pilot Survey of Secondary Migrant Youth and Vocational Programs in Connecticut and Nationwide. Rocky Hill, CT: Connecticut Migratory Children's Program, 1983. ED237262

This report focuses on a pilot effort to assess the vocational/employment needs of migrant youth in Connecticut and to develop a program to meet their needs. Data were gathered on 719 migrant students in four districts with the state's largest numbers of migrant families. Some 150 youth were studied in more depth. School records were analyzed and youth were interviewed. The study discovered that the youth typically were reading more than three years below grade level, taking minimal advantage of vocational programs, were likely to drop out of school and had goals for careers requiring special training or advanced degrees. Both statewide and nationwide programs for at-risk students are discussed.

Goertz, Margaret. State Educational Standards: A 50-State Survey. Princeton, NJ: Education Testing Service, August 1990.

This report describes state educational standards in effect for the 1989-90 school year and is the third report in a series that has tracked state standards since 1984-85. The first part of the report summarizes state educational standards for the 1989-90 school year and the changes that took place across the states between 1984-85 and 1989-90. The second part of the report contains individual profiles of each of the 50 states. These profiles present more detailed information on student standards (testing, high school graduation requirements, attendance and other policies); teacher standards (teacher preparation, certification and relicensing and staff development); school and school district standards (minimum length of the school year and school day and curriculum requirements); and public school choice programs.

Gonzales, Jim L. Key Issues in Achievement of Educational Continuity for Migrant Students. Denver, CO: Education Commission of the States, August 1981. (Prepared for ECS Interstate Migrant Education Task Force Meeting in Seattle, WA, Aug. 17-18, 1981) ED261850

This 10-page paper addresses problems of mobility on students' education and makes recommendations among others for uniform interstate curriculum and graduation requirements. Issues that cause a lack of continuity are included as well as recommendations for federal research on migrancy and migrants' educational needs; comprehensive programs for all migrant students; and a policy for national, interstate migrant education.

Gonzales, Jim L. and Linda Roberts. National Policy for Migrant Secondary Students: Proceedings Handbook. August 18-20, 1981. Seattle, WA.: National Association of State Directors of Migrant Education and Education Commission of the States Interstate Migrant Education Task Force, 1981. ED218034

This handbook - from the National Policy Workshop held in Seattle, Washington in August of 1981 - includes an executive summary of the workshop and the resolutions formulated at the workshop, as well as a copy of the participants' workbook for the conference, a schedule and listing of participants.

Grade Retention and Placement Evaluation Final Report. Oneonta, NY: Grade Retention and Placement Evaluation (GRAPE) Project, Migrant Programs, SUNY-Oneonta, December 1987.

The report of the Grade Retention and Placement Evaluation (GRAPE) project, funded through Section 143 of ECIA, shows the effects on migrant children of entering school older than classmates and being retained. By second grade 50% of migrant students in the United States are below modal grade, as compared to 19% of the general student body. Both entering school late and being retained have negative effects on children and enhance their chances of dropping out. "Children should start school as soon as they are eligible. Retention should be avoided whenever possible." This report also includes Florida and New York policies on student admission, placement, promotion, and retention. There is also an extensive annotated bibliography on grade retention.

Graham, DeDe Thorp and John J. Seaberg, Jr. School Achievement as an Influence Upon the Affective Characteristics of Secondary Migrant Students. University of Oklahoma, 1985. ED261810

This study, using a pool of 210 migrant seventh, ninth and eleventh graders in Oklahoma and Texas, investigated the differences in selected characteristics between high- and low-achieving students. The students were selected on the basis of their having scored at or above or below the fiftieth percentile on the composite of the California Achievement Test. It was found that achievement was influenced by the father's occupational status, the mother's occupational status, number of counselor visits, mobility, favorite subject, importance of graduation, future plans, job aspirations, and job reality. The paper concludes that low-achieving, over-aged migrant students in the grades studied may be at high risk for dropping out of school. The age difference between high- and low-achievers is greatest in grade nine, making it appear that many of these students at high risk do not make the transition to senior high school.

Gratz, Elizabeth and Jerry L. Pulley. "A Gifted and Talented Program for Migrant Students." Roeper Review Feb. 1984: 147-149. EJ299668

A gifted and talented program, designed for migrant students and taught by university professors, provided 37 high schools with supplemental instruction in English, mathematics, science, or social studies. Test data did not indicate significant gains in cognitive learning, but there were indications of student improvement within the affective domain.

Guide for Student and Program Needs Assessment, California Migrant Education, 1989-90 School Year. Sacramento, CA: Migrant Student Record Transfer System and Migrant Education Office, California Department of Education, September 1989.

This guide explains how information can get printed on the Student and Program Needs Assessment (SAPNA) via the MSRTS, and how students get included on the SAPNA. It also describes student data contained in the SAPNA, and how to utilize this data for individual student and overall program planning. Sample forms and sample desired program outcomes are listed in the appendix.

Hamar, Rosalind and Andrea Hunter. Ideas for Action in Education and Work-Choices for Migrant Youth. Portland, OR: Northwest Regional Educational Laboratory, September 1983. ED239801

This ten-page paper describes Experience-Based Career Education (EBCE), a career development program that helps 8th and 9th grade students understand the importance of staying in school, assists 10th grade students in planning appropriate classes, and assists 11th and 12th grade students in making realistic job and education choices. All EBCE activities are tailored to meet a student's individual needs, abilities, learning styles, and goals. Learning strategies that school districts can offer include career explorations, career seminars, individualized learning projects, life survival skills, a career journal, and internships at community job sites. School districts with model EBCE programs are described, and key program issues are discussed.

Hartley, Elizabeth A. and Elva Wasson. "'An Ounce of Prevention...' A Case Study of a Migrant Gifted Student." Rural Special Education Quarterly 10.1 (1989): 26-30. EJ405941

The theme of this journal issue is "Rural Students at Risk." The article examines a multicriteria assessment process for identification of gifted minority students in a small rural Washington school district. The authors describe the case study of a gifted at-risk migrant student with limited English proficiency, how he was identified as gifted, and the subsequent instructional program that was implemented.

Henderson, Allison et al. A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information, 1986-87. Washington, DC: Office of Planning, Budget and Evaluation, U.S. Department of Education, March 1988. ED309915 (Vol I) ED309916 (Vol II)

This two-volume work summarizes Migrant Education Program information for the 1986-87 year, the fourth year for which data have been submitted in a prescribed format. The first volume, "Participation," offers demographics of migrant education students and programs offered on a national basis. The second volume, "Achievement," gives state-by-state descriptions of the types and results of the achievement information submitted by state education agencies.

Hintz, Joy. Poverty, Prejudice, Power, Politics: Migrants Speak About Their Lives. Columbus, OH: Avonelle Associates Publishers, 1981.

This book gives an indepth look at some of the economic, social, political, health and educational issues affecting migrant farmworkers. The author follows the lives of migrant workers from the Rio Grande Valley to their destination in Ohio and documents their hardships. She examines the effects being a colonized people has had on Mexican-Americans' social and political situation. The author also gives insight into the power and control a few major corporate conglomerates exert over the agri-business and the food-processing industry.

Impact of Migrant Education Programs on Migrant Students. Falls Church, VA: Exotech Systems, Inc., 1974.

This study is based on a sample of ten homebase and receiving states that provide migrant education programs. The study analyzes test results, grade levels and ages, reasons for dropping out, students' attitudes toward school, needs assessments, services provided by states, staffing, and parent involvement.

Improving Achievement Levels of Migrant Students: A Framework for Texas Schools. Austin, TX: Texas Education Agency, 1988. ED295774

This 26-page publication of the Texas Education Agency concentrates on one of five prime goals of the Chapter 1 Migrant Program in Texas, that of improving migrant students' achievement levels in basic skills. To achieve this goal, a basic skills growth plan is proposed and includes five components: curriculum, instruction, parental involvement, measurement and staff development. Noted in the rationale are Texas Education Agency data showing migrant students lagging behind the general student population in math, reading and writing skills and a high percentage of migrant students overage for their classes. In the area of curriculum, suggestions are made for modifications, including saving slots in required courses for migrant students arriving late and providing night courses for secondary students who need to catch up.

"Interstate Migrant Education Program: Portable Asssisted Study Sequence Secondary Credit Accrual Program: A Drop-out Prevention Model." Migration World Magazine. 18.2 (1990): 23-24. EJ414418

This journal article descibes the Portable Assisted Study Sequence (PASS) Program, a collection of semi-independent study courses, and implementation and support strategies to help migrant students complete their education. Information provided includes: when PASS can be taken, how it operates, what courses are available, components of a PASS packet, how credits are awarded, and program funding.

Interstate Migrant Secondary Services Program: 1984-1985 Performance Report. Oneonta, NY: State University of New York, College at Oneonta, 1985. ED264071

This report reviews the goals, objectives and accomplishments of the Interstate Migrant Secondary Services Program for the year 1984-85. Among the accomplishments cited are improvements to the Migrant Student Record Transfer System, reductions in program costs, and curriculum development projects.

Johnson, Frederic C. Junior High Migrant Student Services: A Compendium. Oneonta, NY: Interstate Migrant Secondary Services Program, SUNY-Oneonta, May 1985. ED260862

This report from the Interstate Migrant Secondary Services Program gives the results of: an analysis made of MSRTS data to show the age and grade at which migrant students most frequently leave school; discussion sessions with junior high students, their parents and educators concerning causes of being "turned off" and reasons why they consider leaving school; and workshops on dropout prevention. The report also includes a section on dropout prevention strategies, dividing them into the categories of school-oriented programs and student-oriented programs. The discussion questions used in the sessions are included as an appendix. MSRTS data showed that migrant student enrollment drops steadily in grades six through nine, dropping abruptly before 10th grade; a corresponding decline in enrollment by age appears with an abrupt drop after age 15. School and family problems were found to dominate the reasons expressed for migrant students leaving school. Teacher apathy and negativism and an inability of students to catch up were most frequently menticned among school-related causes, and financial pressure was cited among non-school related causes.

Johnson, Frederic C., et al. Migrant Students at the Secondary Level: Issues and Opportunities for Change. Las Cruces, NM: ERIC/CRESS, 1986. ED270242

This book offers a brief overview of migrant education, before focusing on migrant secondary education. The dropout problem and reasons for migrant students dropping out are considered. The affective, cognitive and technical needs of the students are discussed. The book then offers suggestions for working within the system to create change, and fourteen recommendations for secondary program improvement are made.

Laughlin, Margaret A. An Invisible Minority: An Examination of Migrant Education. Paper presented at the 8th Annual Conference on Ethnic and Minority Studies, La Crosse, WI. April 23-26, 1980. ED191611

This paper identifies some of the many hindrances migrant students must confront in order to receive an education. These students, among the poorest in the country, often are also placed at an educational disadvantage due to high mobility and a limited English language ability, especially among the high percentage of Hispanic migrants. Once in the schools, these students often face segregation from resident students, insensitive staff, and learning difficulties resulting from culturally and linguistically different materials - or from sequential materials that assume a student has already mastered the prerequisite skills. The author calls for comprehensive changes in education that will enable migrant students to break out of illiteracy and poverty.

Levy, Robert, David Randall, and Jesus Vela, Jr. Secondary Committee Final Report. Report prepared for the National Association of State Directors of Migrant Education, April 29-30, 1984.

This report examines strategies for effectively serving the needs of secondary migrant students. It calls for coordinating states' research; coordination between states to provide academic and support services; coordination with MSRTS on credit accrual; strengthening national linkages that serve the secondary population; supporting current and developing new secondary programs; and addressing the needs of junior high migrant students.

Lynch, Robert E. Motivating Migrant Secondary Students: "No One Can Stop You But Yourself." Las Cruces, NM: ERIC/CRESS, 1980. ED186177

This book provides information on reasons why migrant youth drop out of school and suggests possible alternatives for keeping migrant secondary students in school.

MARITS: An Automated Risk Assessment, Placement and Tracking System. Tallahassee, FL: Florida Department of Education.

Migrant At-Risk Identification and Tracking System (MARITS) is a computerized system utilized to assess each migrant student's future risk of dropping out of school, based on three main factors: overage for current grade, family migration and/or poor school attendance, and performing below average in credit-earning courses. Based on these factors, students are assigned a point value from 0-100 that represents the risk factor of dropping out. Automatic eligibility for special assistance is afforded students who have a significantly higher risk factor than the rest of their classmates. All information is drawn from the MSRTS.

Marks, Ellen L. Case Studies of the Migrant Education Program. Washington, DC: Policy Study Associates, Inc., 1987.

This study examined four aspects of the migrant education program: program administration, program services, students served and program expenditures. The study's primary database consisted of case studies conducted in six states during 1986-87: California, Florida, Illinois, Massachusetts, Oregon, and Texas. The study responded to a series of questions posed by the U.S. Department of Education.

Mattera, Gloria. Models of Effective Migrant Education Programs. Las Cruces, NM: ERIC/CRESS, 1988. ED294704

This book discusses successful migrant education programs, including Joint Dissemination Review Panel and Chapter 1 National Identification programs as well as an update on Exemplary Programs, as described in a 1974 publication. The book offers a brief background on government assistance to migrant farmworkers before describing each program, including a program narrative, and a listing of the program's effects for groups involved: migrant students, parents, teachers, and administrators. Implementation concerns for each program are listed as well as the name and address of a contact person.

McConnell, Beverly B. Bilingual Education: Will the Benefits Last? Los Angeles, CA: California State University Evaluation, Dissemination, and Assessment Center, March 1982. ED257318

This is a comparative study of preschool through third grade Hispanic migrant children in south Texas who received "individualized bilingual instruction" and a similar group from a nearby school who did not. The children in an IBI program learned English faster, improved their Spanish and had higher achievement scores in reading English and math. These results continued several years after the program.

MESA National MSRTS Executive Summary. Geneseo, NY: Migrant Educational Secondary Assistance (MESA) Project, 1989. ED317368

This report examines recent MSRTS data to show national trends in secondary student enrollment, mobility and school interruptions, selected secondary information, and below grade level enrollment.

Migrant Attrition Project, Executive Summary (MAP). Oneonta, NY: State University of New York at Oneonta, August 1987.

The results of this study (funded as a Section 143 project by the U.S. Department of Education and conducted by SUNY Oneonta Migrant Programs) determined the national graduation and dropout rates for migrants to be 45% and 49%, respectively. The study was a cooperative effort among the states of Florida, Georgia, Illinois, Michigan, New York, Ohio, and Texas. It was based on a sample of 1,000 students from 41 states, selected randomly from the MSRTS. A previous study done by Exotech in 1974 found the dropout rate for migrants to be at approximately 90%. Thus, the MAP study suggests that the dropout rate for migrant students has been cut in half, confirming the effectiveness of the intervention, support, and remediation strategies provided by migrant education programs throughout the nation.

Migrant Education: A Consolidated View. Denver, CO: Education Commission of the States, 1987. ED285701

This report of the Interstate Migrant Education Council (IMEC) considers the demographics of the migrant student population and concludes that the "educational system is much more likely to fail migrant students than their more geographically stable peers." The report reviews migrant education legislation and funding and notes a number of interstate efforts such as MSRTS and PASS which have proved helpful. The report asserts that federal support is essential for migrant students, recommending a commitment to equal access to education for migrant farmworkers.

Migrant Education Program Policy Manual. Migrant Education Programs Administered by State Educational Agencies. Washington, DC: U.S. Department of Education, Office of Migrant Education, Migrant Education Programs, May 1990.

This policy manual contains guidance concerning Chapter 1 migrant education program requirements for the purpose of assisting SEA and operating agencies in preparing applications. The manual is designed to also assist in meeting applicable program requirements and enhancing the quality, increasing the depth and broadening the scope of Chapter 1 Migrant Education Programs. It also serves to assist SEAs in administration of Chapter 1 Migrant Education Programs, to ensure uniform interpretation of Chapter 1 Migrant Education Program requirements, and to provide parent involvement in the planning, implementation and evaluation of Chapter 1 Migrant Education Programs.

Model Tutorial Programs. Pharr, TX: Texas Migrant Interstate Program, September 1990.

This booklet illustrates how migrant tutorials provide the means for secondary students to complete work they miss when they enter school late or withdraw early and how they provide the opportunity to get credit for meeting course requirements. This booklet also describes various types of tutorials; tutorial recruiting strategies, qualifications and training; and tutorial evaluation.

Morales, Jeanette. Educational Options for Migrant Secondary Students. Oneonta, NY: Interstate Migrant Secondary Services Program, 1984. ED247073

This report presents profiles of successful migrant secondary education projects, organizing them in the categories of advocacy, work experience, academic assistance, and other alternatives.

Morse, Susan. Characteristics of Migrant Secondary Students-Outreach Report. Geneseo, NY: Migrant Education Secondary Assistance (MESA) Project, 1989. ED319550

The report summarizes the migrant youth panel discussion and MESA work sessions on home and family influences, school characteristics, and recommendations which were held at the New York State Migrant Education Conference, October, 1988 in Silver Bay, NY.

Morse, Susan. Current Practices: Future Directions-Outreach Report. Geneseo, NY: Migrant Education Secondary Assistance (MESA) Project, 1989. ED319551

This report summarizes information gained from sessions held at the National Migrant Education Conference (May 1989, Portland, Oregon) on current practices and new trends in migrant secondary education, school-related suggestions for program improvement, and issues of concern to migrant educators related to the field.

Morse, Susan. Exploring Mobility Issues: Outreach Meeting Report. Geneseo, NY: Migrant Education Secondary Assistance (MESA) Project, 1989. ED319552

The report highlights the panel discussion on interstate mobility and summarizes student, institutional, and national/interstate issues. It also states the recommendations from the work sessions held at an outreach meeting sponsored by the Texas Migrant Interstate Program and the Migrant Education Secondary Assistance Project held November, 1988 in McAllen, Texas.

Morse, Susan. Focus Dropouts: An Interstate Forum on the Migrant Dropout. San Diego, CA: Interstate Migrant Secondary Team Project, December 1986.

This is a summary report for the "Focus: Dropouts Forum" held by the Interstate Migrant Secondary Team Project on December 18-19, 1986 in San Diego, California. The report includes a discussion of the dropout problem, notes on Forum workshops and a dropout bibliography.

Morse, Susan. Needs Assessment Summary. San Diego, CA: Interstate Migrant Secondary Team Project (IMSTP), December 1985.

The document lists 18 content areas for secondary advocacy, with possible solutions. Areas include: basic skills, language acquisition/ESL, dropout prevention, credit accrual, needs assessment and program planning, program structures/ strategies, junior high services, dropout retrieval and alternative educational options, counseling, student self-advocacy, post-secondary school options, supplemental educational programs, career education/work experience, interstate coordination and advocacy.

Morse, Susan. Project Upgrade: Appropriate Age/Grade Placement for Migrant Children. Paper presented at the National Migrant Education Conference, Portland, Oregon, May 5, 1989. ED255344

This 12-page report presents the thesis that inappropriate grade placement of a migrant child may result in the child dropping out. Statistics show that few migrants graduate at age 20, and almost none who are 21 or older. Therefore, if a child is placed two or more grades below his peers, the child is nearly certain to drop out. The paper lists seven reasons for a school's misplacement of migrant students, suggests ways for promoting proper placement of children when they enter school, and gives rationales to schools to encourage appropriate placement. This report also lists forms and papers to have on hand when the child is being assessed or placed, cures for improper placement, and finally, last resorts for those students who have lost hope.

Morse, Susan and Marian Prokop. Action Ideas: Grade Retention: An Overview. San Diego, CA: Interstate Migrant Secondary Team Project, n.d.

This paper includes an introduction to the problem of grade retention; a discussion of the Section 143 Grade Retention and Placement Evaluation (GRAPE) project; a discussion of Project Upgrade, a guide to upgrading misplaced students; and a reprint of a Phi Delta Kappa article by Mary Lee Smith and Lorrie A. Shepard, "What Doesn't Work: Explaining Policies of Retention in the Early Grades." The paper promotes the idea that grade retention is harmful to students and particularly harmful to migrant students.

National Migrant Student Graduation Rate Formula, End of the Year Report. Austin, TX: The National Program for Secondary Credit Exchange and Accrual, September 1991.

This is a first-year report of a study to develop a national migrant student graduation rate formula. The purpose of the study is to find a reliable method of determining whether migrant students are making progress toward obtaining high school diplomas and/or the G.E.D., and whether programs being implemented with Chapter 1 migrant funds are improving the national graduation rate of migrant students. This is a computer-based study and includes all students enrolled on the MSRTS who were in sixth grade in 1983.

Nelken, Ira and Kathleen Gallo. Factors Influencing Migrant High School Students to Drop Out or Graduate from High School. Chico, CA: Ira Nelken and Associates, Inc., 1978. ED164245

This study, conducted in California's Migrant Education Region II, is based on interviews with 24 migrant dropouts and potential dropouts and 22 graduates. The dropouts and potential dropouts were found more often to have: a poor relationship with teachers; English language difficulties; difficulties in moving and making new friends; a lack of family encouragement to complete school, infrequent participation in extra-curricular activities; and a family need or crisis. Their experiences are contrasted with those of the graduates who had: a more stable family life; families that valued education; more positive relationships with teachers; fewer negative feelings about moving; and more involvement in extra-curricular activities. The study offers suggestions as to how educators can help migrant youth to complete high school.

Newman, J. What Should We Do About the Highly Mobile Student? Mount Vernon, WA: The Research Center, Educational Service District 189, May 1988. ED305545

Mobility alone isn't the cause for poor achievement but is a complicating factor for at-risk students. This research brief lists suggestions to counter the negative effects of frequent moves and ways to make schools welcoming places for new students. Some of the suggested practices include small, focused programs; fair discipline; correct assessment and frequent monitoring; counseling; teacher inservices; committed staff; and peer teaching and cooperative learning.

Ogletree, Earl J. Comprehensive Summary: Status of Credit Transfer for Migrant Students in the United States. Chicago, IL: Chicago State University, July 1983. ED243629

This study presents the results of a survey questionnaire sent to Secretaries of Education Committees in State Legislatures and Departments of Education in the 50 states, plus Puerto Rico, and to state level personnel involved in migrant education. Ogletree's conclusions call for improved communication on an intra- and interstate basis, acceptance of the MSRTS, establishment of a "national credit unit," possibly a national secondary school (or clearinghouse), and implementation of some form of agreement on policy and procedures on credit transfer between SEAs and LEAs, based upon the responses received by the states.

Orr, Margaret Terry. Keeping Students in School: A Guide to Effective Dropout Prevention Programs and Services. San Francisco, CA: Jossey-Bass Inc., 1989. ED329617

This 237-page book focuses on the causes and consequences that arise from dropping out. The author gives an in-depth report of the history, curriculum, staffing, administration, funding, and the students served for each of fourteen programs that aid dropouts and potential ones. She recognizes the importance of collaboration between schools, businesses, and communities in providing job-training skills and the often inadequate financial means of accomplishing that goal.

Paiz, Ray and Alfonso Anaya. "Dropouts." California Migrant Education, Region II, Yuba City: Unpublished paper presented at the National Migrant Education Conference in New Orleans, 1984.

This paper stresses the need to look for the positive aspects in a student's background instead of relying on the internalized assumptions that are based on the negative. Low teacher expectations and a tendency to blame the student's environment instead of the educational system result in failure for many Hispanic migrant children. The authors call for expecting the unexpected from students fighting against the odds who can and will succeed if encouraged to do so.

Palmeteer, Bob. "Adapting Foxfire to Special Populations." Journal of Experimental Education. 5.3 (1983): 17-22.

This article looks at programs using the Foxfire model to serve handicapped and special education students, migrant farmworker youth, and immigrants. (Foxfire is an experimental, hands-on approach to learning.)

Phillips, Kathleen R. The Educational Disadvantages of Junior High and High School Migrant Students in Wisconsin. Part One of a Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin. Madison, WI: University of Wisconsin, 1985. ED266005

This paper was presented at the annual State Superintendents' Conference for Supervisors and Directors of Instruction in Madison, Wisconsin in 1985. Performance data reviewed shows that in 1982-83 service to twelfth grade migrant students was only 17% of the first grade figure. Problems contributing to the high dropout rate are cited and include: lack of opportunity to participate in extracurricular activities; low attendance; limited English proficiency; lack of parental involvement; a home environment that is not conducive to study; feelings of insecurity; family responsibilities; teenage pregnancy; limited vocational guidance and academic counseling; and lack of coordination of class schedules, course content, textbooks and recordkeeping between schools.

Phillips, Kathleen R. A Supplementary Secondary School Program for the Children of Migratory Agricultural Workers in Wisconsin. Madison, WI: University of Wisconsin, 1985. ED266004

This paper explains Wisconsin's adaptation and implementation of the California Portable Assisted Study Sequence (PASS), and the Wisconsin originated Mini-PASS. The educational needs of Wisconsin's secondary migrant students are discussed and an overview of national, state and local migrant education funding and programs is provided. An explanation of the MSRTS is also provided. Features of Wisconsin secondary migrant programs include: involvement of parents; academic and career counseling; social activities; and compatible school counseling.

Plato, Kathleen C. Programs for Migrant Children's Education: A National Profile. Olympia, WA: Washington State Superintendent of Public Instruction, December 1984.

This report examines the diversity and productivity of the migrant education program at the national level. Section 1 describes the population of children eligible for migrant education program services, and provides tables and breakdowns by state based on information drawn from the MSRTS. Section 2 describes services rendered through state programs. Section 3 reviews selected state approaches to program evaluation and student assessment. A national summary of migrant program services for fiscal year 1981 concludes the report.

Platt, John S., Ann Cranston-Gingras, and John Scott, Jr. "Understanding and Educating Migrant Students," Preventing School Failure. Fall, 1991.

The authors of this journal article discuss in detail reasons why migrant students are less likely to be identified and served by special education programs than by more stable groups. The article also recommends that teachers: avoid stereotypes, build upon the strengths of each culture, make curriculum relevant and acknowledge language or dialect differences. Learning strategies, cooperative learning and whole language are suggested as 3 current methodologies that could benefit migrant students.

Policy Recommendations Concerning Education for Migrant Secondary Students. Denver, CO: Interstate Migrant Education Task Force, Education Commission of the States, 1982.

This eight-page document provides: an introduction and background information on the development and purpose of the Interstate Migrant Education Task Force; an overview of the problems faced by secondary migrant students; and a chronology of events that gives an historical account of activities and developments relative to addressing the needs of secondary migrant students. It concludes with a description of the nine policy options and recommendations adopted by participants at the National Policy Workshop on Education for Migrant Secondary Students in August, 1981 in Seattle, Washington.

Portable Assisted Study Sequence PASS Program 1990-91 National Report. Prosser, WA: Washington State PASS Program, March 1992.

This report has been produced annually since 1985-86. Made possible by the coordinated efforts of the Interstate PASS Committee, the report summarizes PASS (Portable Assisted Study Sequence) and Mini-PASS usage in migrant education programs across the U.S. Data show that there has been an increase in the effectiveness of the PASS program according to the number of courses completed and credits granted.

Prewitt Diaz, Joseph O., Robert T. Trotter II, and Vidal A. Rivera, Jr. The Effects of Migration on Children: An Ethnographic Study. Harrisburg, PA: Division of Migrant Education, Pennsylvania Department of Education, 1989. ED327346

Prewitt Diaz et al re-examine previously gathered ethnographic data derived from approximately 3,000 hours of interviews with migrants across the United States to determine what factors associated with migration affect children's educational outcomes. The study was originally conducted to: determine adequate practices in identification and recruitment of migrant children in the U.S.; identifying and revealing the "culture of migrancy"; and focusing on information helpful in understanding the behaviors, motivation and lifestyles of migrants in the U.S.

The book also offers a discussion of available programs and addresses the migrant education program, its component parts, and services it offers. Finally, a summary, with questions and answers, and recommendations for change and improvement is included.

Project AVID. San Diego, CA: Distributed by the Interstate Migrant Secondary Team Project for the San Diego County Office of Education, June 1987.

Advancement Via Individual Determination (AVID) works to get minority or low-income youth into four-year colleges and universities. Students are recruited in the 9th grade. They are placed in an elective class called AVID that continues all four years of high school. Upon entering AVID, students enroll in college preparatory classes that fulfill requirements for university admission. College tutors and exemplary high school peer tutors work with AVID students individually and in study groups, assisting them in all academic areas. Mini-lessons are provided by college instructors of freshman level introductory courses, and a variety of seminars - from test taking to library skills - are offered. Students are assisted in the college application and financial aid process. Summer apprenticeships with community employers are provided, and guest speakers from the business community visit AVID classes. Parent involvement is also an important component of the program. As a result of the program, students increase or maintain their grade point average despite the shift into more difficult courses.

Promising Practices. Oroville, CA: Region II, Migrant Child Education, Office of Butte County Superintendent of Schools, 1982. ED238599

This manual describes practices and strategies used to reduce the dropout rate and provide supplementary services to migrant students and their families in migrant education, Region II, Northern California. The manual describes programs that focus on secondary youth and reach out into the communities. Also described are: staffing models; the secondary school advisor and migrant services aide; language development programs; whole family services; and special projects such as the challenge leadership 4-H Club and the "Have A Healthy Heart" project for junior high and high school youth.

Rasmussen, Linda. Migrant Students at the Secondary Level: Issues and Opportunities for Change. Las Cruces, NM: ERIC Clearinghouse on Rural Education and Small Schools, 1988. ED296814

This publication presents a brief overview of migrant secondary concerns. Written in a question/answer form, the paper gives information about dropout rates, special needs of migrant students, and suggests direct services that secondary schools can offer. To meet student needs, changes in a local school system as well as at the state and national level are suggested.

Riley, Gary L. HEP/CAMP National Evaluation Project Research Report No. 1 National Overview of Staff and Program Characteristics. Fresno, CA: California State University, September 1985. ED265003

Riley, Gary L. HEP/CAMP National Evaluation Project Research Report No. 2 Overview of Student Characteristics and Program Outcomes. Fresno, CA: California State University, September 1985. ED265004

Riley, Gary L. HEP/CAMP National Evaluation Project Research Report No. 3 Comprehensive Analysis of HEP/CAMP Program Participation. Fresno, CA: California State University, September 1985. ED265005

Riley, Gary L. A Program Evaluation Model for Migrant Higher Education. Fresno, CA: California State University, November 1985. ED265006

These reports summarize the results of a material study of the HEP/CAMP programs. The study called for voluntary participation of 100% of the HEP and CAMP programs that were funded and operating in 1984-85 and that had also been operating one or more years prior to that. Sampling from fifteen HEP and four CAMP programs nationwide showed that, of those surveyed, 84.9% of HEP participants passed the G.E.D. test while 92.4% of CAMP students finished their first year of college. The study also gives data on personal and family background characteristics, employment, income status, and participants' ratings of personal support, career support, and development services of HEP and CAMP. Evaluation methodology used to conduct the study, and a detailed account of HEP/CAMP program features are also included.

Rivera, Rosendo R. and Carlos Trevino. State of Washington Migrant Education Secondary Credit Exchange Program. Olympia, WA: Washington Office of the State Superintendent of Public Instruction, Migrant Education Program, 1984. ED258742

This document provides an overview of the Washington Secondary Credit Exchange program. Developed in 1970, the program has expanded beyond Washington and Texas to districts in other states and is funded through the Chapter 1 Migrant program.

Rudes, Blair A. and JoAnne L. Willette. Handbook of Effective Migrant Education Practices. Volume I: Findings. Arlington, VA: Development Associates, Inc., 1990.

This document is Volume I of the final report of a study conducted for the United States Department of Education's Office of Planning, Budget, and Evaluation. It presents findings which identify effective practices for educating migrant students that might be replicated in other programs also serving migrant students.

Rudes, Blair A. and JoAnne L. Willette, D. Scott Bell and Lila Shapiro. Handbook of Effective Migrant Education Practices. Volume II: Case Studies. Arlington, VA: Development Associates, Inc., 1990.

Volume II of this final report contains 16 case studies of effective programs serving currently and formerly migrant students during both the regular school year and summer term. The case studies describe the major characteristics and services in these projects that contribute to positive student outcomes.

Salerno, Anne. Characteristics of Secondary Migrant Youth. Geneseo, NY: Migrant Education Secondary Assistance (MESA) project, 1989. ED318594

This report synthesizes some of the latest data from MESA outreach meetings, migrant experts' interviews, and MSRTS analysis, as well as recent information from migrant and non-migrant sources, to examine success factors leading to higher graduation rates.

Salerno, Anne. Migrant Students Who Leave School Early: Strategies for Retrieval. Geneseo, NY: BOCES Geneseo Migrant Center, May 1991. ED335179

This report examines the extent to which migrants leave school early, contributing conditions, common features of dropout retrieval programs, and illustrative programs that exhibit these characteristics.

Salerno, Anne. State and Local Activity Overview. Geneseo, NY: Migrant Education Secondary Assistance (MESA) project, 1989. ED318586

These state profiles highlight information from the 1986-87 and 1987-88 state plans, state evaluations, and other sources, including: a state's Migrant Education program organization; unique secondary programs; summaries of secondary program activities; secondary components; staff development; needs assessment; demographic information; and sources. An abridged version, as well as the complete version, has been compiled.

Salerno, Anne and Mary Fink. Dropout Retrieval Report: Thoughts on Dropout Prevention and Retrieval. Geneseo, NY: Migrant Education Secondary Assistance (MESA) project, 1989. ED318595

Thirteen migrant educators from around the country were interviewed for their ideas and recommendations on the improvement of secondary migrant education services. The report contains these interviews, plus a narrative that includes a summary of recent research and experts' recommendations.

School Dropouts and At-Risk Report, Chapter 2-Dropout Tracking Project. Grandview, WA: Migrant Child Institute, November 1991.

This report represents the findings of a Chapter 2 Dropout Tracking Project. The report provides the results of interviews with students identified as school dropouts and students at-risk of dropping out of school. Interviews with the parents of these students and school personnel are also included. The majority of dropouts in the sample were Hispanic (83%), migrant (67%), male (62%) and had parents with no education beyond elementary level (67%). It was found that most students dropped out in the 9th and 10th grades. The primary reason for leaving school was "to work" or "to support the family". Eighty-one percent of the students responded that they would have considered an alternative way of attending school, and 50% stated they were interested in re-entering school. Recommendations are included in the final section of the report for early dropout intervention, prevention, and dropout retrieval.

Secondary Credit Accrual and Exchange Training Module: Parent Component Guide. Pharr, TX: Texas Migrant Interstate Program, August 1991.

This publication was developed to assist school districts in providing parents of migrant secondary students with sessions on awareness, training and information. It supports the redirection of the Texas Migrant Education Program, particularly in the area of secondary credit exchange and accrual.

Serrano, Vicente Z. Mobility and Continuity: New Ways of Lowering Dropout Rates for Migrant Students through Credit Accrual and Exchange. Denver, CO: Education Commission of the States, 1983. ED261851

This 28-page paper explores the reasons why migrant students drop out, reviews developments that have improved the possibilities for continuity of education for migrant secondary students and points to the necessary next steps. The study notes five barriers to the students' completion of high school: economic necessity to work; schools' negative attitudes toward migrant students; the complexity of curricula and course requirements; impediments sometimes caused by specific state or local proficiency or competency tests; and lack of access to special types of educational services because of mobility. The paper reports on the roles of the Migrant Student Record Transfer System and the 1981 National Policy Workshop on Education for Migrant Secondary Students. A chart lists eight problems: lack of credit reciprocity; lack of partial credit transfer; lack of course continuity; language barriers; inconsistent grade placement; inaccessible vocational and special programs; inaccessibility of mandated competency tests; and absence of alternative education. Migrant program initiatives to resolve the problems are offered.

Silva, Santiago. College Assistance Migrant Program Performance Report, 1982-1983. Edinburg, TX: Pan American University, 1983. ED238665

The College Assistance Migrant Program (CAMP) at Pan American University (PAU) has served 1,762 students from 1972-1983. This report provides an evaluation of the 1983 CAMP at PAU. The program served 174 freshmen selected from 200 applicants from 25 high schools. Students were provided with a CAMP scholarship, and staff helped students locate other financial aid. Tutoring and counseling services produced positive results: 93% attended weekly tutoring sessions, 92% participated in a 10-week study skills course (which 90% completed successfully). Other activities included self-awareness retreats, intramural and cultural awareness activities. The overall G.P.A. for CAMP students was higher than for non-CAMP PAU freshmen. After one year with CAMP at PAU, 90.3% of the students who began the program returned to college.

Slaughter, Leonard S. The Education of Adult Migrant Farmworkers. Prepared by Slaughter and Associates, Woodland Hills, CA, for the U.S. Department of Education, Office of Vocational and Adult Education, January 1991.

This two-volume work was developed as a resource base to be used by adult education administrators and teachers in planning and carrying out effective literacy programs for adult migrant farmworkers. Volume One is an informational resource base that includes the following sections: Findings and Recommendations; The Migrant Farmworker Community; Educational Concepts; Report of Site Visits; Outreach; Recruitment and Retention; Support Services; Parents; Family Literacy and Adult Education; Assessment of Student Progress and Program Effectiveness; and Review of the Literature. Volume Two provides practical applications for use in the classroom and community, plus a Basic Skills Curriculum Framework and Life Skills Course Outlines.

Springstead, Emelda; et al. Migrant Drop-Out Study, 1980-1981. Final Evaluation. Corpus Christi, TX: Education Service Center Region 2, 1981. ED247039

This study was based on a dropout questionnaire completed by 1,228 Texas migrant students. The three main predictors of dropping out were lack of school participation, financial worries, and poor school performance. Dislike of school and family problems were not found to be primary indicators. One hundred and twenty migrant students in this study who were potential dropouts received guidance counseling. Most received academic counseling with some time devoted to student and teacher relations. Though counseling is an effective dropout prevention method, there was limited funding available to serve all migrant students.

Successful Strategies for Secondary Age Migrant Youth. San Diego, CA: Interstate Migrant Secondary Team Project, n.d.

This publication describes successful programs for recognizing and meeting the special needs of migrant secondary youth. Twelve key components of effective services to migrant secondary students are identified: recruitment; parent involvement; language literacy; middle school services; dropout prevention staff/service models; mobility/credit accrual coordination; academic assistance; extended day/year programs; counseling; services to dropouts; and career education. Descriptions are provided of models and strategies used at the local program level for implementing these components in providing services to secondary migrant students. Selected programs for each area of service are highlighted in such a way as to encourage replication, adaptation and program development.

Summary of Proceedings: Seminar on Vocational Education for Migrant Students. March 12-13, 1981. Washington, DC: Education Commission of the States' Task Force on Migrant Education, 1981.

This report presents the problems that migrant students face in taking vocational education courses as well as promising opportunities. Conference members found that the problems of providing vocational education for migrant students fell into the same four categories existing for other areas of service to migrants: access, availability, appropriateness, and continuity. For successful programs, it is necessary that: 1) local administrations support the programs; 2) complete information be maintained and updated on the programs for a sustained effort; 3) programs extend beyond ordinary school hours and space to recruit and serve students; and 4) mobility be anticipated and appropriate links made with other programs for students who are moving. It was also noted that migrant students must receive appropriate counseling about vocational education programs, taking into consideration graduation requirements of the home school.

Summary Report of Migrant Dropout Prevention Program Advocates/ Counselors Training Workshop March 4-6, 1987. Tallahassee, FL: Department of Education, 1987.

This workshop focused on migrant secondary students and the role advocates and counselors play in providing services to them. Issues of concern were addressed and a cooperative service working agreement, a migrant student services checklist, and advocates' duties were documented. Participants also received training for securing services and they discussed district problems that need technical assistance.

Survey Analysis: Responses of 1070 Students in High School Equivalency Programs, 1984-1985. SUNY at Oneonta, NY: Interstate Migrant Secondary Services Program, December 1985. ED264070

A questionnaire was given to 1,070 HEP students from thirteen programs in ten states to determine the factors that led to their dropping out. School-related reasons were primary factors, although women gave more family-related reasons than men. Survey results showed that overage was the primary dropout risk factor. Less than 6% of those students surveyed were at or above grade level when they dropped out. The family was found to be the primary influence on a student's decision to go back to school. From the survey, the many factors students mentioned can be addressed by migrant educators in predicting dropout behavior and improving educational services.

Underwood, Rita E. Summary of Migrant Education Program Reviews October 1984-August 1985. Washington, DC: Office of Migrant Education, December 1985.

This report summarizes findings from a nineteen-state review related to: staffing and organization; financial management; identification and recruitment; certificates of eligibility; MSRTS; local applications; Parent Advisory Councils; secondary school programs; equipment; monitoring; and evaluation. The report gives commendations, recommendations, and corrective actions.

Villarreal, Gay Callaway. Analysis of National Migrant Secondary Credit Accrual Data. San Marcos, TX: Villarreal Analytical Management and Organizational Services, March 1989.

This report is based upon two data sets provided for the Migrant Education Secondary Assistance (MESA) Project by the MSRTS data bank. The report examines various characteristics of migrant secondary students and the degree to which their MSRTS educational records were updated with secondary credit data during the 1987-88 school year. The report is divided into four sections: 1) introduction; 2) analysis, conclusions and recommendations; 3) MSRTS data description; and 4) data charts.

What to Do About Youth Dropouts? A Summary of Solutions. New York, NY: SEEDCO (Structured Employment/Economic Development Corporation), July 1987. ED290807

This is a 31-page booklet that shows dropout statistics, current approaches to dropout prevention and strategies for successful programs. It includes fourteen programs that are models for serving at-risk students through collaboration with schools, service organizations and businesses.

PRODUCTS

The resources listed in this section include a variety of manuals, newsletters, videos, instructional materials and other items that have been developed for use specifically with secondary age migrant youth and/or for staff development for migrant educators and service providers. Previous Section 143 and 1203: Migrant Intrastate/Interstate Coordination Projects have been a source for many of these products, plus The Texas Migrant Interstate Program (TMIP) is also a major source of training and educational materials.

At-Risk Youth: An Annotated Bibliography for Migrant Educators
ED318596

DESCRIPTION: The annotated bibliography includes many of the current migrant and non-migrant publications that emphasize success factors involved in secondary education.

SOURCE: BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, NY 14454

Clip Sheets

DESCRIPTION: A series of English/Spanish information sheets covering a wide range of topics concerning health, careers and opportunities. These sheets are written at approximately a 5th grade reading level.

SOURCE: BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, NY 14454

College in a Box: Harvesting the Harvesters

DESCRIPTION: A series of ten booklets and ten 30-minute audio tapes on five cassettes, of the MENTOR (Migrant Educators' National Training Outreach), Section 143 project developed as a correspondence course for college credit in Migrant Education. The booklet components are as follows:

Book 1: American Nomads-Notes on the Nature and Needs of America's Migrant Children
Book 2: Educating the Uprooted-A National Commitment
Book 3: A Migrant Educator's Resource Kit-Where to Find the Help You Need
Book 4: The Family Support System-Education in Its Broadest Context
Book 5: Class Acts-Instructional Strategies and Classroom Materials That Work

BEST COPY AVAILABLE

Book 6: Language Arts-The Intricate Interplay of Reading, Writing and Speech
Book 7: Music for the Mind-Mostly Mathematics, Mixed with Other Matters
Book 8: Neediest of the Needy-Special Education for Migrants
Book 9: Dream Into Reality-Career Education in a Changing Economy*
Book 10: Cooling Down the Melting Pot-Bilingualism and Multiculturalism

*Book 9: Dream Into Reality is of specific interest to Secondary Migrant Education. The 12-page booklet discusses the reasons migrant students drop out; most of the reasons given by youth for leaving school are school-related. Nearly two-thirds of dropouts questioned felt that they received little or no encouragement from teachers. Among the suggestions offered to combat the high dropout rate are appropriate age/grade placement; Dale Mann's formula of 4 C's: Cash, Caring, Computers and Coalitions; work experience programs, emphasis on reading improvement and practical applications of math, career information leading to job placement, and parent and community involvement.

SOURCE: North Country Migrant Tutorial Outreach Program
SUNY College at Potsdam
100 Satterlee Hall
Potsdam, NY 13676

Color Your Classroom IV: A Reading Guide on the Secondary Level

DESCRIPTION: A secondary reading curriculum guide developed in correlation with the MSRTS Reading Skills. Areas include: Structural analysis, literal meanings, inferential meanings, vocabulary, reading in the content area.

SOURCE: State Department of Education
PO Box 220
Gulfport, MS 39502-0220

Color Your Classroom V: A Math Guide on the Secondary Level

DESCRIPTION: A secondary math curriculum guide developed in correlation with the MSRTS Math Skills. Areas include: whole numbers, fractions, decimals, percent, measurement, geometry, probability and statistics, sets.

SOURCE: State Department of Education
PO Box 220
Gulfport, MS 39502-0020

Constancia's Choice

DESCRIPTION: Constancia's Choice is a half-hour video drama, with accompanying brochure, focusing on the difficulties young migrant workers encounter combining field work, schooling and personal commitments. The video is designed for a high-school-age audience.

SOURCE: Maryland Instructional Television
11767 Bonita Avenue
Owings Mills, MD 21117

Dropout Retrieval Programs ED318587

DESCRIPTION: Detailed profiles of fifteen migrant and non-migrant dropout retrieval programs that could potentially be replicated for the migrant population illustrate a variety of components, formats, program services, eligibility requirements, sponsoring institutions or agencies, funding sources, identification and recruitment methods, student profiles, and contact persons. A summary of the report is also available in English and Spanish versions giving brief descriptions of the fifteen programs.

SOURCE: BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, NY 14454

Exemplary Migrant Students

DESCRIPTION: Exemplary migrant students from Texas are honored annually in a booklet providing biographical information on each student. A video presentation is also produced each year featuring the awards ceremony for the students.

SOURCE: Texas Migrant Interstate Program
PO Drawer Y
Pharr, TX 78577

Goals for Youth Program Guide

DESCRIPTION: This program, which has been adopted in several states, began as a cooperative project of the New York State Migrant Tutorial Outreach Program and the National Football League Office of the Commissioner. Since many migrant youth lack goal-setting skills, this program was designed to provide positive role models with professional football players as counselors. The students meet with the players/counselors over the twelve-week period of the program to identify goals and achieve them through a goal-setting process.

SOURCE: School Improvement & Migrant Education
State Education Department
Room 483 EBA
Albany, NY 12234

Guide for Parents about Retention and Promotion

DESCRIPTION: An 8-page guide for migrant parents (both English and Spanish versions available) gives the facts about school retention, suggests the steps parents can take to maintain proper age/grade placement when their child enrolls in a new school or when the school recommends retention, and lists questions parents can ask school administrators.

SOURCE: Migrant Youth Program
SUNY College at Oneonta
311 Bugbee School
Oneonta, NY 13820

Implementation Guidelines for Required School District Migrant Student Record Transfer System (MSRTS) Component Activities.
Austin, TX: Texas Education Agency, June 1991.

DESCRIPTION: This 41-page manual was developed to assist school district staff in implementing Required School District Migrant Student Record Transfer System (MSRTS) Component Activities in: training staff, performing MSRTS activities in accordance with Texas Education Agency standards and reporting MSRTS data in a timely fashion.

SOURCE: Texas Migrant Interstate Program
PO Drawer Y
Pharr, TX 78577

Interstate PASS Course Descriptions

DESCRIPTION: This book gives a national overview of PASS, its purpose, uses, and flexibility in assisting migrant students gain, complete and make-up high school credits. It lists the states that are presently using the PASS program, course descriptions, and availability in each of those states. PASS contacts are also included.

SOURCE: Interstate Migrant Secondary Project
1527 West Lewis Street
San Diego, CA 92103

Interstate Secondary Credit Accrual and Acceptance Manual

DESCRIPTION: The manual prepared by VAMOS (Villarreal Analytical Management and Organizational Services) for the Migrant Education Secondary Assistance (MESA) project gives migrant education personnel and non-migrant staff background on MSRTS credit acceptance and accrual procedures, and the rationale for using MSRTS.

SOURCE: BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, NY 14454

Junior High Migrant Counselor's Handbook: Grades 7-8

DESCRIPTION: The Junior High Migrant Counselor's Handbook is an outgrowth of the Migrant Counselor's Handbook. It is intended to assist the junior high migrant counselor with information concerning alternative educational methods and/or counseling activities.

SOURCE: Texas Migrant Interstate Program
PO Drawer Y
Pharr, Texas 78577

Late Entry/Early Withdrawal Policy Handbook

DESCRIPTION: The intent of the handbook is to provide practitioners with alternatives and options when formulating and adopting policies for awarding credit to students who are not enrolled for a complete grading period. Procedures that enable students to complete courses and earn required credits are emphasized.

SOURCE: Texas Migrant Interstate Program
PO Drawer Y
Pharr, TX 78577

Looking for a Job: Step by Step

DESCRIPTION: A bilingual brochure with 14 step by step comprehensive information sheets covering the following areas related to preparing yourself for looking for a job: Check Your Progress (checklist), Make a Fact Sheet, List Your Work Qualities, References and Transportation, Check Out Child Care, Decide Where to Look, Learn to Look Your Best, Practice for Phone Messages, Write a Resume, Fill Out Applications, Prepare for Interviews, Discover Extra Steps for Success, Balance Your Life, Review Job Rules/Finish Up.

SOURCE: BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, NY 14454

MAP-5 (Model Appraisal Process-Secondary)

DESCRIPTION: Objective is to implement on an interstate basis, a model of career information and appraisal for high school age migrant youth in school or who had left school without graduating.

SOURCE: New Jersey State Department of Education
225 West State Street
Trenton, NJ 08625

Migrant Counselor's Handbook: Grades 9-12

DESCRIPTION: This handbook is the fourth revision of the original Counselor's Guide that was printed in 1981. Developed primarily by a group of counselors who work with migrant students, the handbook is designed to assist migrant counselors and others in their roles to improve migrant students' achievement levels and graduation rates. Included are guidelines, procedures, techniques, activities and resources/references.

SOURCE: Texas Migrant Interstate Program
PO Drawer Y
Pharr, TX 78577

Migrant Education Secondary Assistance Bulletins

DESCRIPTION: Eight bi-monthly MESA Bulletins informed secondary migrant educators and counselors of current issues on the secondary level, publications, dropout retrieval programs, and migrant experts' recommendations for meeting secondary students' educational needs. Back issues of these bulletins are available.

SOURCE: BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, NY 14454

Migrant Portraits: Migrant Choices

DESCRIPTION: A small collection of success stories of former migrants, targeted at migrant youth, to provide them encouragement to stay in or return to school.

SOURCE: BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, NY 14454

PASS Program Procedural Guide: Scope & Sequence

DESCRIPTION: This 37-page booklet gives six curriculum areas of the PASS program, scope of the courses offered and sequence of skills.

SOURCE: Fresno County Department of Education
487 West Shaw Avenue
Fresno, CA 93704

Project CHOICE (Challenging Options in Career Education)

DESCRIPTION: A three part career education curriculum designed to provide junior and senior high school students with self-awareness, job and role information, and decision-making information. The curriculum is available in English and Spanish:

Occupational Resources - Provides information on 60 occupations from 15 different work clusters. English version available for 3rd, 5th, or high school reading levels.

Career Notes - A job skills workbook that includes information and activities on: self-awareness, work readiness, forms/applications, employment agencies, career clusters, resume writing, and preparation for interviews.

Mission Information - A work study guide for employee interviews, shadowing experiences and work experiences.

SOURCE: Mid-Hudson Migrant Education Center
State University of New York at New Paltz
PO Box 250
New Paltz, NY 12461

REAL TALK

DESCRIPTION: This bilingual newsletter has been continuously published since 1977 and is designed to provide migrant dropout youth with information on different careers, program opportunities, financial aid, health, role models and other relevant topics. Several undated editions have also been prepared on specific topics such as Special Programs and Goal Setting. Back copies of most issues are available.

SOURCE: BOCES Geneseo Migrant Center
Holcomb Building, Room 210
Geneseo, NY 14454

Road Maps ED270647

DESCRIPTION: A curriculum activity guide for Language Arts, Social Studies, and Math for migrant students in grades 7-12.

SOURCE: New Jersey State Department of Education
225 West State Street
Trenton, NJ 08625

Scholarships and Financial Assistance: A College Guide for Migrant High School Students and Counselors

DESCRIPTION: This guide provides some general information for students, counselors and parents about college options and choices for migrant youth. In addition to scholarships that may be sought through the colleges themselves, additional scholarship sources are listed as examples of the variety of funding available.

SOURCE: Eastern Stream Center on Resources and Training
Bugbee Hall
State University College at Oneonta
Oneonta, NY 13820

Secondary Credit Accrual and Exchange Training Module: District Staff Component Guide

DESCRIPTION: This manual is designed to serve as a staff training guide for district staff in Texas schools. The contents of the manual include the following areas of staff development training: an overview of the State Migrant Education Program; State and Federal laws, rules and regulations affecting migrant students; sensitivity to migrant students and their families; late entry/early withdrawal policies; coordination of instructional programs for migrant students; utilization of MSRTS reports; alternative means of credit accrual, district services provided to parents, responsibilities of summer school staff, support services, services available to local Education Services. Each area is discussed in a separate chapter.

SOURCE: Texas Migrant Interstate Program
PO Drawer Y
Pharr, TX 78577

Secondary Credit Accrual Manual: Updating MSRTS Records

DESCRIPTION: The Secondary Credit Accrual Manual is used to provide training and technical assistance by the Texas Migrant Interstate Program. Procedures for reporting MSRTS educational data are addressed including TEAMS/TAAS scores, course grades and credit consolidation.

Source
Texas Migrant Interstate Program
PO Drawer Y
Pharr, TX 78577

Steps to Success

DESCRIPTION: Outlines steps for migrant secondary students to take and questions to ask when entering or leaving a new school.

SOURCE:
Interstate Programs
1527 West Lewis Street
San Diego, CA 92103

Success Stories about PASS Students

DESCRIPTION: This booklet is published annually and highlights the accomplishments of the most outstanding PASS students while emphasizing the important role of the PASS program in these students' academic lives.

SOURCE:
Interstate PASS Committee
Office of Public Instruction
State Capitol
Helena, MT 59620

Systematic Methodology for Accountability in Recruiter Training (SMART) Manual

DESCRIPTION: Contains six chapters covering: Introduction to Migrant Education Program, The Recruiter, Eligibility, Interviewing for Accountability, Documentation, Monitoring for Accountability and Appendix.

SOURCE:
Louisiana State Department of Education
PO Box 44064
Baton Rouge, LA 70804

University of Texas at Austin, Migrant Student Program
Parent Information Booklet

DESCRIPTION: This bilingual booklet explains to parents what happens when a student enrolls in UT independent learning courses. How the program works, what happens when students finish courses, how the family can help, and other areas are described.

SOURCE: University of Texas at Austin
Extension Instruction and Materials Center
Migrant Student Program
PO Box 7700
Austin, TX 78713-7700

University of Texas at Austin Migrant Student Program
Receiving School Guide

DESCRIPTION: The UT Migrant Student Program focuses on graduation enhancement by providing courses that meet the graduation requirements of Texas. Students earn high school credit by working on courses at their own pace in any location. The courses are specifically designed to match the learning needs of migrant students and fulfill Texas curriculum requirements. This guide is for use by the receiving school in understanding the administration of the courses and other services of UT Migrant Student Program.

SOURCE: University of Texas at Austin
Extension Instruction and Materials Center
Migrant Student Program
PO Box 7700
Austin, TX 78713-7700

Who's Who Among Florida's Migrant Students

DESCRIPTION: This booklet, published annually, highlights the accomplishments of migrant students graduating from the Florida public schools.

SOURCE: Florida Department of Education
Division of Public Schools
Bureau of Compensatory Education
Florida Education Center, Room 652
Tallahassee, FL 32399-0400

Your Child Can Be A Doctor

DESCRIPTION: This is a motivational and informational training packet to help migrant students prepare for college. It can be presented to students, parents or migrant staff. The presentation includes strategies for preparing for college, information on financial assistance, scholarships and college costs. In addition, the presentation addresses ways parents can support their children and ways students can advocate for themselves. Overheads (prepared in Spanish and English) are designed to facilitate discussion activities.

SOURCE: Interstate Migrant Secondary Project
1527 West Lewis Street
San Diego, CA 92103

DIRECTORIES

There are a variety of directories compiled on migrant education and other related services/programs. Many of these directories are produced annually or at least updated periodically. The directories listed here are some of those that appear to have relevance to secondary migrant educators.

1991 National Conference on Migrant and Seasonal Farmworkers Directory of Participants, Association of Farmworker Opportunities, 408 Seventh Street, S.E., Washington, DC 20003.

College Summer Programs for High School Students, May 1991, Interstate Migrant Education Office, 1527 West Lewis Street, San Diego, CA 92103.

Directory of Migrant Education Programs in Florida, 1991, Eastern Stream Center on Resources and Training (ESCORT). SUNY College at Oneonta, 304 Bugbee School, Oneonta, NY 13820.

Directory of Migrant Education Programs in the Eastern Stream States, Eastern Stream Center on Resources and Training, SUNY College at Oneonta, 304 Bugbee School, Oneonta, NY 13820.

Directory of Migrant Education Programs in the Central Stream States, 1991-1992, Central Stream Migrant Education Program Coordination Center at Texas A&I University, Campus Box 152, Kingsville, TX 78363.

Directory of Migrant Education Secondary School Programs in California, Interstate Migrant Secondary Team Project (IMSTP), 1527 West Lewis Street, San Diego, CA 92103.

A Directory of Organizations and Programs in Mexican American Education, 1986, ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, NM. ED280648

Directory of Receiving Sites for Florida Homebased Students, 1991, Eastern Stream Center on Resources and Training (ESCORT), SUNY College at Oneonta, 304 Bugbee School, Oneonta, NY 13820.

Directory of Services: Federal Agencies and Non-Federal Organizations Providing Services to Migrant and Seasonal Farmworkers and Their Families, March 1991, Office of Migrant Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-6135.

HEP/CAMP Programs Directory, 1989, Migrant Education Secondary Assistance project (MESA), BOCES Geneseo Migrant Center, Holcomb Building, Room 210, Geneseo, NY 14454.

Migrant Education Resources in the Western Stream States, LEA Directory, February 1992, Interface Migrant Education Program Coordination Center, Interface Network, 4800 SW Griffith Drive, Suite 202, Beaverton, OR 97005.

Migrant Student and Family Services Directory: Health, Education, Training and Financial Assistance, Florida Migratory Child Compensatory Program, Florida Education Center, 325 West Gaines Street, Room 652, Tallahassee, FL 32399-0400.

Rio Grande Valley Counselor Directory, Grades K-12, 1990-91, Texas Migrant Interstate Program (TMIP), PO Drawer Y, Pharr, TX 78577.

The Secondary Advocates Network Directory, Florida Department of Education, Bureau of Compensatory Education, Room 652, Florida Education Center, 325 W. Gaines Street, Tallahassee, FL 32399-0400.

Summer Interstate Migrant Programs Directory, Texas Migrant Interstate Program (TMIP), PO Drawer Y, Pharr, TX 78577.

Texas Regional Secondary Migrant Programs Directory, Texas Migrant Interstate Program (TMIP), PO Drawer Y, Pharr, TX 78577.

INDEX

The documents included in the Bibliography section of this Resource Guide were selectively indexed as to their primary subjects. Many of the documents are very comprehensive and include a wide range of subject areas.

1. CAMP (College Assistance Migrant Program)

p. 22 Riley, Report 1
Riley, Report 2
Riley, Report 3
Riley, A Program Evaluation...
p. 25 Silva

2. Career Awareness

p. 2 Apicella
p. 7 Gilchrist
p. 8 Graham and Seaberg
p. 9 Hamar and Hunter
p. 16 Morse, Needs Assessment...
p. 26 Successful Strategies...

3. Credit Accrual

p. 2 Anderson and Cranston-Gingras
p. 6 Future Directions...
p. 7 Goertz
p. 12 Levy, Randall and Vela
p. 15 Model Tutorial Programs
Morse, Characteristics of...
Morse, Exploring...
p. 16 Morse, Needs Assessment...
p. 18 Ogletree
p. 22 Rivera and Trevino
p. 24 Secondary Credit Accrual...
Serrano
p. 26 Successful Strategies...
p. 27 Villarreal

4. Counseling Secondary Migrant Students

p. 2 Anderson
Apicella
p. 4 Cranston-Gingras and Anderson
p. 15 Morales
Morse, Characteristics of...
p. 16 Morse, Needs Assessment...
p. 17 Newman
p. 25 Springstead

p. 26 Successful Strategies...
Summary of Proceedings...
Summary Report...

5. Curriculum

p. 5 Flores
p. 10 Improving Achievement...
p. 11 Interstate Migrant Secondary...
p. 15 Morse, Characteristics of...
p. 18 Palmeteer
p. 20 Platt, Cranston-Gingras and Scott
p. 21 Project AVID
p. 25 Slaughter

6. Dropout Prevention

p. 1 Action Ideas: Student...
p. 2 Apicella
p. 3 Careaga
p. 5 Duerr
Flores
p. 6 Cranston-Gingras and Anderson
Gayeff
p. 8 Gonzales and Roberts
Grade Retention...
Graham and Seaberg
p. 9 Hamar and Hunter
p. 10 Impact of Migrant Education...
p. 11 Interstate Migrant Secondary...
Johnson
p. 12 Johnson
Lynch
p. 13 MARITS...
p. 14 Migrant Attrition Project...
p. 15 Morse, Current Practices...
p. 16 Morse, Focus: Dropouts...
Morse, Needs Assessment...
Morse, Project Upgrade...
p. 17 Nelken and Gallo
p. 18 Orr
Paiz and Anaya
p. 19 Phillips, The Educational Disadvantages...
p. 20 Platt, Cranston-Gingras and Scott
p. 21 Promising Practices...
p. 22 Rudes and Willette
p. 23 Rudes and Willette
Salerno, Characteristics of...
Salerno, Migrant Students...
Salerno and Fink
p. 24 School Dropouts...
Serrano
p. 25 Springstead

p. 26 Successful Strategies...
Summary Report...
p. 27 Survey Analysis...
What to Do About...

7. Dropout Retrieval

p. 3 Careaga
p. 5 Flores
p. 6 Future Directions...
Gayeff
p. 14 Migrant Attrition Project...
p. 15 Morse, Current Practices...
p. 16 Morse, Focus: Dropouts...
Morse, Needs Assessment...
p. 18 Orr
p. 23 Salerno, Migrant Students...
Salerno and Fink
p. 24 School Dropouts...
p. 26 Successful Strategies...
p. 27 Survey Analysis...

8. ESL (English as a Second Language)

p. 6 Focus: Language...
p. 13 McConnell
p. 16 Morse, Needs Assessment...

9. Establishing Linkages (School/Agency Contacts)

p. 1 Action Ideas: Student...
p. 10 Impact of Migrant Education...
p. 12 Levy, Randall and Vela
p. 18 Orr
p. 26 Summary Report...
p. 27 What to Do About...

10. Evaluation

p. 1 Action Ideas: Student...
p. 5 Duerr
p. 7 Gilchrist
p. 10 Impact of Migrant Education...
p. 15 Model Tutorial Programs
p. 17 National Migrant Student...
p. 19 Plato
p. 22 Riley, Report 1
Riley, Report 2
Riley, Report 3
Riley, A Program Evaluation...
p. 23 Salerno, State and Local...
p. 27 Underwood

11. Funding

p. 1 Action Ideas: Student...
Adelman and Cleland
p. 14 Migrant Education: A Consolidated View
p. 18 Orr
p. 19 Plato
p. 25 Springstead
p. 27 Underwood

12. GED (General Equivalency Diploma)

p. 15 Morse, Current Practices...
p. 17 National Migrant Student...

13. Gifted and Talented

p. 9 Gratz and Pulley
Hartley and Wasson

14. Graduation Requirements

p. 3 Bush
p. 7 Goertz
Gonzales

15. HEP (High School Equivalency Program)

p. 15 Morse, Characteristics of...
Morse, Current Practices...
p. 22 Riley, Report 1
Riley, Report 2
Riley, Report 3
p. 27 Survey Analysis...

16. Identification and Recruitment

p. 3 Cameron
p. 9 Hartley and Wasson
p. 15 Morse, Exploring...
p. 20 Prewitt Diaz, Trotter and Rivera
p. 25 Slaughter
p. 26 Successful Strategies...
p. 27 Underwood

17. Inter/Intrastate Coordination

p. 1 Adelman and Cleland
p. 3 Cameron
p. 4 Cranston-Gingras and Anderson
p. 7 Goertz
Gonzales
p. 10 Impact of Migrant Education...
p. 12 Levy, Randall and Vela

p. 14 Migrant Attrition Project...
Migrant Education: A Consolidated View
p. 15 Morse, Current Practices...
Morse, Exploring...
p. 16 Morse, Needs Assessment...
p. 18 Ogletree
p. 19 Plato
p. 20 Policy Recommendations...
Portable Assisted Study...
Prewitt Diaz, Trotter and Rivera
p. 24 Serrano

18. Late Entry/Early Withdrawal

p. 10 Improving Achievement...
p. 15 Model Tutorial Programs

19. Mobility

p. 2 Anderson
p. 3 Cameron
p. 4 Dement
p. 6 Garay
p. 7 Gonzales
p. 10 Hintz
p. 12 Laughlin
p. 14 MESA National MSRTS Executive Summary
Migrant Education: A Consolidated View
p. 15 Morse, Exploring...
p. 17 Nelken and Gallo
Newman
p. 20 Prewitt Diaz, Trotter and Rivera
p. 24 Serrano

20. Model Programs

p. 2 Anderson and Cranston-Gringras
p. 9 Hamar and Hunter
p. 13 Mattera
p. 15 Model Tutorial Programs
Morales
p. 18 Orr
Palmeteer
p. 21 Promising Practices...
p. 22 Rivera and Trevino
Rudes and Willette
p. 23 Rudes and Willette
Salerno, Migrant Students...
Salerno, State and Local...
p. 26 Successful Strategies...
p. 27 What to Do About...

21. MSRTS (Migrant Student Record Transfer System)

p. 1 Action Ideas: Student...
p. 4 Cranston-Gingras and Anderson
p. 9 Guide for Student...
p. 11 Interstate Migrant Secondary...
p. 12 Levy, Randall and Vela
p. 13 MARITS
p. 14 MESA National MSRTS Executive Summary
Migrant Education: A Consolidated View
p. 15 Morse, Characteristics of...
Morse, Exploring Mobility...
p. 17 National Migrant Student...
p. 18 Ogletree
p. 19 Phillips, A Supplementary...
Plato
p. 24 Serrano
p. 27 Underwood
Villarreal

22. Needs Assessment

p. 1 Action Ideas: Student...
p. 7 Gilchrist
p. 9 Guide for Student...
p. 10 Impact of Migrant Education...
p. 12 Johnson
p. 15 Morse, Current Practices...
p. 16 Morse, Needs Assessment...
p. 17 Newman
p. 19 Plato
p. 25 Slaughter

23. Overview/History of Migrant Education

p. 1 Adelman and Cleland
p. 2 Benedict, Pandya and Belanger
p. 4 Dement
p. 5 Duerr
p. 8 Gonzales and Roberts
p. 10 Henderson
Hintz
Impact of Migrant Education...
p. 11 Interstate Migrant Secondary...
p. 12 Johnson
Laughlin
p. 14 Migrant Education: A Consolidated View
p. 19 Plato
p. 20 Platt, Cranston-Gingras and Scott
Policy Recommendations...
Prewitt Diaz, Trotter and Rivera
p. 21 Rasmussen
p. 24 Serrano
p. 25 Slaughter

24. Parent and Community Involvement

p. 2 Apicella
p. 3 Careaga
p. 4 Cranston-Gingras and Anderson
p. 8 Graham and Seaberg
p. 15 Morse, Characteristics of...
p. 21 Promising Practices...
p. 24 Secondary Credit Accrual...
p. 25 Slaughter
p. 26 Successful Strategies...
p. 27 Underwood

25. PASS (Portable Assisted Study Sequence)

p. 1 Action Ideas: Student...
Action Ideas: Summer...
p. 11 Interstate Migrant Education...
p. 14 Migrant Education: A Consolidated View
p. 15 Morse, Current Practices...
p. 19 Phillips, A Supplementary...
p. 20 Portable Assisted Study...

26. Program Planning

p. 1 Action Ideas: Student...
Action Ideas: Summer...
p. 4 Cotton
p. 6 Focus: Language
Future Directions...
Gayeff
p. 7 Gilchrist
p. 8 Gonzales and Roberts
p. 9 Guide for Student...
Hamar and Hunter
p. 10 Henderson
Improving Achievement...
p. 12 Johnson
Levy, Randall and Vela
p. 13 MARITS...
Mattera
McConnell
p. 14 Migrant Education Program Policy...
p. 15 Morales
Morse, Current Practices...
p. 16 Morse, Needs Assessment...
p. 18 Orr
p. 21 Promising Practices...
p. 22 Rudes and Willette
p. 23 Rudes and Willette
Salerno, Characteristics of...
Salerno, Migrant Students...
Salerno, State and Local...

p. 25 Slaughter
p. 26 Successful Strategies...
Summary of Proceedings...
p. 27 Underwood

27. Retention and the Overage Factor

p. 2 Anderson and Cranston-Gingras
p. 5 Flores
p. 8 Grade Retention...
Graham and Seaberg
p. 11 Johnson
p. 13 McConnell
p. 14 MESA National MSRTS Executive Summary
p. 16 Morse, Project Upgrade...
Morse and Prokop
p. 17 National Migrant Student...
p. 25 Slaughter
p. 27 Survey Analysis...

28. Staffing

p. 1 Action Ideas: Summer...
p. 4 Cranston-Gingras and Anderson
p. 13 Marks
Mattera
p. 15 Model Tutorial Progams

29. Summer Programs

p. 1 Action Ideas: Summer...
p. 2 Anderson and Cranston-Gingras
p. 19 Phillips, The Educational Disadvantages...
p. 21 Project AVID

30. Vocational Education

p. 6 Gayeff
p. 7 Gilchrist
p. 26 Summary of Proceedings...

31. Work Study

p. 9 Hamar and Hunter
p. 15 Morales
p. 16 Morse, Needs Assessment...

NOTES